



NEW
HAMPTON
SCHOOL

Curriculum Guide

2008-09

New Hampton School prepares students for life-long learning through self-discovery, authentic relationships, civic responsibility, and global citizenship.

NEW HAMPTON SCHOOL'S MISSION STATEMENT

Core Values

Our values ground our school community and its programs, initiatives, and distinctive culture.

INDIVIDUAL TRANSFORMATION

We promote and engage students in purposeful self-exploration that models and encourages healthy risk-taking in the context of personal growth.

INCLUSIVITY

Our school community commits itself to social equality and personal respect among all members of our school and extended community.

DIVERSITY OF LEARNERS

We honor and validate the diversity of all learners in our community, promoting understanding of the unique gifts each student possesses.

INDIVIDUALITY

Our school community celebrates a genuine approach to campus living where we respect individuals for who they are and what they contribute to our school and extended community.

ACADEMIC INNOVATION

Our school reflects an on-going examination and refinement of our programs to place the school as a nationally recognized innovator among independent schools.

RESPECT AND RESPONSIBILITY

We expect all members of our school community to be forthright and honest, to maintain personal integrity in all relationships, and to embrace our core values.

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Welcome!

New Hampton School has guided students to be happy, healthy, and productive citizens since 1821. In preparation for our one-hundred-eighty-seventh commencement exercises, we draw inspiration and pride from the wealth of New Hampton School's collective history and traditions.

New Hampton School is a mass of ivy and bricks, set within an inspiring landscape, full of motivated teachers, coaches, dorm parents, and staff members who care deeply about individual growth and the growth of our community. With a respect for the local and global community, faculty members seek to design experiential and diverse programs. The athletic and co-curricular programs focus on developmentally appropriate offerings that give all students opportunities to contribute and grow from participation. The residential curriculum focuses on creating a safe and healthy school environment so that all members of the school community are supported in their commitment to an upward spiral of growth and improvement in living, learning, and co-curricular areas of school life. Involvement in the service learning program allows students to demonstrate a commitment to their fellow human beings and the environment, and a belief that individual efforts can advance the health of the community. The Academic Program focuses on creating diverse, interesting, and challenging learning experiences that provide opportunities for each individual to build competency and character as twenty-first-century citizens.

As a part of New Hampton School's commitment to the delivery of fundamental skills using relevant content, this Curriculum Guide showcases the paramount skills and content a 21st century learner most needs. The Foundations of Learning was developed over a three-year period by academic department heads. These academic leaders studied national standards, researched cognitive functioning, discussed best practices, and then closely examined the learning profiles of New Hampton Schools' students. Building upon the ten-year success of the previous Foundations of Learning document, the revised continuum provides a matrix of skill and content development for each learning

level. Level I students develop foundational learning skills. Level II students identify their talents while simultaneously developing curiosity and benchmarking their moral responsibilities. Level III students investigate multiple perspectives to determine a personal position and begin to discover areas of interest as lifelong learners. Level IV students work toward academic self-confidence and independent thought to ensure preparedness for higher education. While the acquisition of the traditional skills of reading, writing, problem solving, note taking, and speaking remain integral to a student's success, the Foundations of Learning provides 21st century proficiencies in the new and under-explored areas of technology, organization, awareness, research, and creativity.

We look to our students as future leaders, and expect them to strive for excellence in all they do. The development of good character is at least as important as academic achievement. The information that follows describes and defines the Academic Program at New Hampton School. The faculty care deeply about offering challenging, interesting, and success-oriented classes that will prepare students to be competent, global citizens. They will provide all of the support and encouragement needed to be successful; students need only commit to developing their intellectual, emotional, and physical, as well as moral and spiritual selves. Every day.

Sincerely,



JENNIFER S. BERRY
DIRECTOR OF STUDIES



DANIEL W. LOVE
GLOBAL CURRICULUM COORDINATOR

CONTACTS

JENNIFER S. BERRY
DIRECTOR OF STUDIES

Tel: 603-677-3505

Fax: 603-677-3483

E-mail: jberry@newhampton.org

DANIEL W. LOVE
GLOBAL CURRICULUM COORDINATOR

Tel: 603-677-3534

Fax: 603-677-3483

E-mail: dlove@newhampton.org

Foundations of Learning:

A Continuum of Skills
for 21st-Century
Learners

Developed over a three-year period and through the research and collaboration of New Hampton School's academic leaders, *Foundations of Learning: A Continuum of Skills for 21st-Century Learners* assures students of a strong academic foundation that supports a skill-based, globally relevant curriculum.

9TH GRADE LEVEL I

Students develop foundational skills.

Level I students develop self-awareness, strategies, and tools to be prepared for the rigors of academic life. This parallels the foundational nature of content, which includes computational and written fluency; comparative understanding of the world by examining cultures; languages, and environments; foundational experiences with both visual and performing arts; and the development of scientific inquiry.

10TH GRADE LEVEL II

Students identify their talents. They develop intellectual curiosity and ethical responsibility. Level II students learn skills that demonstrate critical thinking to develop problem-solving strategies, coupled with healthy skepticism to develop a personal perspective. These skills complement the continued developmental nature of Level II content, which includes an understanding of inductive and deductive reasoning; persuasive written and oral discourse; exploration of information from an applied perspective; creation of hypotheses followed by collaborative collection of data to draw conclusions; and the ability to recognize source credibility.

11TH GRADE LEVEL III

Students investigate multiple perspectives to determine a personal position. As Level III students develop strategies and skills to be lifelong learners, they exhibit open-mindedness and ethical responsibility to their local and extended communities. These skills parallel Level III content, which includes functional analysis of data; employment of knowledge to appreciate aesthetic appeal, environmental problems, and world issues; critical thinking to create position statements; and independent research using conscientious evaluation of sources.

12TH GRADE or POSTGRADUATE YEAR LEVEL IV

Students gain self-confidence and independence. Level IV students develop empathy, comfort with complexity, and ethical courage in a global community. These skills parallel Level IV content, which includes ability to debate through advocacy of position and viewpoint; application of various modes of discourse to enhance articulation of personal perspective; use of developed problem-solving skills to understand abstract ideas; and creation of interdisciplinary and multicultural connections to demonstrate comprehensive understanding.

9th Grade/Level I

WRITING	<ul style="list-style-type: none"> ▪ learn basic grammar, sentence mechanics, paragraph structure ▪ engage in personal writing ▪ employ multi-paragraph structured formal writing
READING	<ul style="list-style-type: none"> ▪ develop active reading strategies to read for comprehension and content
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ establish computational fluency ▪ identify cause and effect ▪ introduce inductive and deductive reasoning ▪ make predictions using contextual clues
TECHNOLOGY	<ul style="list-style-type: none"> ▪ learn Word, e-mail, Garage Band, and search applications ▪ recognize Internet safety and source credibility ▪ learn cross-platform skills: attachments, file, and password management, help sources, and printing
RESEARCH	<ul style="list-style-type: none"> ▪ cite all sources ▪ introduce and explore primary and secondary sources (Web and non-Web) ▪ learn how to form essential questions ▪ develop thesis with teacher guidance
ORGANIZATION	<ul style="list-style-type: none"> ▪ learn how to use the planner to make and follow a daily schedule ▪ develop system for organizing books and school supplies ▪ create an effective study space
NOTE TAKING	<ul style="list-style-type: none"> ▪ learn strategies to record information from a variety of sources ▪ learn to review notes as a study aid
SPEAKING	<ul style="list-style-type: none"> ▪ participate in classroom discussion using clear articulation, appropriate eye contact, and stature ▪ exhibit awareness and thoughtful timing when sharing prepared information ▪ audience: individual to individual
AWARENESS	<ul style="list-style-type: none"> ▪ identify preferred learning styles and personal values ▪ acknowledge understanding and when assistance is needed ▪ identify personal ethical responsibility
CREATIVITY	<ul style="list-style-type: none"> ▪ understand knowledge base and processes to generate ideas

10th Grade/Level II

WRITING	<ul style="list-style-type: none"> ▪ write to share content, creative writing ▪ introduce and defend argument ▪ develop topic and thesis, transition between paragraphs ▪ demonstrate external point of view through use of credible evidence ▪ write collaboratively using both peer/self editing ▪ utilize vocabulary, sentence manipulation using punctuation, and additional mechanics to vary sentence structure and tone
READING	<ul style="list-style-type: none"> ▪ use active reading strategies and contextual clues to read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ practice computational fluency ▪ use inductive and deductive reasoning to solve problems ▪ use critical thinking to make data-based conclusions
TECHNOLOGY	<ul style="list-style-type: none"> ▪ learn Excel, wikis, social networking, iMovie, electronic honesty, and Internet filtering ▪ develop Word, e-mail, Web presence and etiquette ▪ identify source credibility ▪ learn cross-platform skills: CD, DVD, and flash drive
RESEARCH	<ul style="list-style-type: none"> ▪ organize research team and define roles ▪ support a thesis using credible sources ▪ use research process to ask essential questions followed by sub-questions
ORGANIZATION	<ul style="list-style-type: none"> ▪ learn to balance academic and co-curricular responsibilities with personal time ▪ use planner to record daily and long-term assignments accurately
NOTE TAKING	<ul style="list-style-type: none"> ▪ identify and record information from a variety of sources
SPEAKING	<ul style="list-style-type: none"> ▪ organize and articulate question-and-answer skills ▪ combine media from multiple sources into a cohesive presentation ▪ audience: peer group
AWARENESS	<ul style="list-style-type: none"> ▪ foster curiosity, emergence of passions, healthy skepticism ▪ reflect on personal values, set and obtain goals ▪ develop ethical responsibility to peers
CREATIVITY	<ul style="list-style-type: none"> ▪ create with purpose and intent using given resources ▪ develop intuition and problem-solving skills ▪ identify talent

11th Grade/Level III

WRITING	<ul style="list-style-type: none"> ▪ write with fluency and understanding of purpose and audience ▪ use credible evidence, support thesis with analysis ▪ learn formal research writing, multi-page, single audience ▪ write formal letters and e-mails
READING	<ul style="list-style-type: none"> ▪ scan and skim ▪ recognize theme/motif to read for connections
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ use more sophisticated computational techniques ▪ advance the use of inductive and deductive skills
TECHNOLOGY	<ul style="list-style-type: none"> ▪ create content: PowerPoint, blog, iMovie ▪ evaluate source credibility ▪ learn cross-platform skills: combining media source, scan, PDFs, and graphs
RESEARCH	<ul style="list-style-type: none"> ▪ apply essential questions to create a thesis ▪ use varied sources to support thesis ▪ seek multiple perspectives ▪ interpret research and use research cycle independently with essential questions followed by sub-questions
ORGANIZATION	<ul style="list-style-type: none"> ▪ balance academic and co-curricular responsibilities with personal time ▪ use planner to break down long-term assignments
NOTE TAKING	<ul style="list-style-type: none"> ▪ synthesize and record information from a variety of sources with minimal teacher direction
SPEAKING	<ul style="list-style-type: none"> ▪ articulate argument and rebuttal ▪ lead presentations ▪ audience: small group presentations and school community
AWARENESS	<ul style="list-style-type: none"> ▪ exhibit open-mindedness and develop lifelong learning strategies ▪ take responsible risks ▪ recognize and appreciate alternative perspectives ▪ show ethical responsibility to community
CREATIVITY	<ul style="list-style-type: none"> ▪ articulate personal voice and intent ▪ develop sensitivity to aesthetics

12th Grade/Level IV

WRITING	<ul style="list-style-type: none"> ▪ write with fluency, adapt purpose to audience ▪ analyze evidence, challenge existing explanations ▪ structure and organize various modes of discourse ▪ utilize figurative language
READING	<ul style="list-style-type: none"> ▪ link text to world to read for connections ▪ recognize authenticity of voice, entirely self-directed ▪ engage fully and question author while reading ▪ apply vocabulary
PROBLEM SOLVING	<ul style="list-style-type: none"> ▪ apply sophisticated computational techniques independently ▪ use concrete information to develop and test hypotheses or to formulate abstract ideas
TECHNOLOGY	<ul style="list-style-type: none"> ▪ share credible content and make informed, adept technology decisions ▪ learn cross-platform skills: podcasts and streaming
RESEARCH	<ul style="list-style-type: none"> ▪ seek multiple perspectives and multiple sources ▪ use critical questioning ▪ draw connections across disciplines ▪ develop and test thesis independently
ORGANIZATION	<ul style="list-style-type: none"> ▪ demonstrate personal accountability for time management, materials, college application process, and meeting deadlines
NOTE TAKING	<ul style="list-style-type: none"> ▪ interpret and record pertinent information from a variety of sources
SPEAKING	<ul style="list-style-type: none"> ▪ modify inflection, humor, and emotion to fit purpose; use improvisation skills ▪ advocate positions and debate viewpoints ▪ audience: global community
AWARENESS	<ul style="list-style-type: none"> ▪ demonstrate empathy, comfort with complexity, self-confidence ▪ exhibit ethical courage to global community
CREATIVITY	<ul style="list-style-type: none"> ▪ use experience, knowledge, self, and/or media to articulate one's inner voice ▪ create with purpose

Academic Departments

Academic Support

New Hampton School challenges students to develop an understanding of their strengths and differences as learners and as citizens, so they can make unique contributions to the school community, their home community, and the world at large. The Academic Support Program (ASP) helps students with learning differences develop self-advocacy skills, compensatory strategies, independence in learning, and healthy habits for life-long achievement. In addition to the courses listed below, the Academic Support Program oversees the provision of classroom accommodations, including extended time for tests and exams, for students with documented learning differences. (Documentation consists of a current, individually administered psycho-educational evaluation, including cognitive testing and academic achievement assessment.) Students with accommodation plans may also be eligible for extended time on the PSAT, SAT, and ACT. Courses listed are for the full year unless otherwise indicated.

FULL-YEAR COURSES

ADVANCED READING I This course is designed for freshmen. It provides additional development of reading skills including expanding vocabulary, critical reading skills, and reading fluency. Specific skills include identifying main ideas and supporting details, making inferences and drawing conclusions; and using active reading strategies to improve reading comprehension and recall.

ADVANCED READING II This course is designed for sophomores who could benefit from continued development of more advanced reading skills and acquisition of new vocabulary through reading. Students will learn to recognize the structure and organization of different texts, and make connections between text, experience, and knowledge of the world at large as they explore a variety of reading genres.

ADVANCED READING III This course for juniors continues to strengthen previously learned reading skills and further expand reading vocabulary. By regularly engaging in active reading practices students improve their ability to comprehend more challenging material.

ADVANCED READING IV/V This course for seniors and postgraduate students builds on previously learned skills to help students understand the concept of reading as an interaction between themselves and the text. As they practice and explore “what good readers do” students synthesize and formulate judgments based on readings, and apply new knowledge gained through reading to other areas.

INDIVIDUAL ACADEMIC SUPPORT I This course is designed to provide one-on-one academic strategy instruction and support to freshmen. Ongoing course content and assignments are used to teach basic academic strategies so that students can accomplish learning tasks more efficiently and effectively. Strategies include: reading textbooks, taking notes in class and from reading, test preparation and test taking skills, organizational strategies, time management, and prioritization. Students set, and re-evaluate, goals for each term, based on an awareness of their learning style. Students also begin learning self-advocacy skills and start the process of becoming independent learners. A pass/fail grade is given, and an additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT II This course is designed to provide academic strategy instruction and support to sophomores. Using the student’s course content and assignments, the teacher works with the student one-on-one to increase the student’s mastery and generalization of basic academic strategies introduced in Individual Academic Support I. Students are challenged to take the next steps toward self-advocacy with their content area teachers, and to take ownership of their learning style and the accommodations they need to learn well. A pass/fail grade is given, and an additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT III This course is designed for juniors, and provides a more advanced level of one-on-one academic strategy instruction and support. Students are challenged to expand their strategies toward the goal of becoming independent learners. Students in ASP III will take the Kiersey Temperament Sorter to better understand their learning style, and during the year they will complete Part I of the “College Workout” curriculum, which is designed to assist students with learning differences in the college process. A pass/fail grade is given, and an additional fee is charged for this course.

INDIVIDUAL ACADEMIC SUPPORT IV/V This course is designed for seniors and postgraduate students who need additional one-on-one instruction to practice and expand their repertoire of academic strategies. Seniors will demonstrate mastery of self-advocacy by meeting with each of their teachers to review their learning profile and discuss what each of their accommodations means in terms of that particular class. In the spring semester students in ASP IV/V will complete Part II of the “College Workout” as well as the “Passport” curriculum, which is designed to help them plan and prepare for

the process of receiving accommodations in college. A pass/fail grade is given, and an additional fee is charged for this course.

GROUP ACADEMIC SUPPORT III This course is designed for juniors who still may need some guidance in the use of basic academic strategies, but are ready to become more self-directed learners in a group consisting of four students and one teacher. Within the group setting, students set specific individual academic goals for each term. Students in GSP III take the Kersey Temperament Sorter to better understand their learning styles, and during the year they will complete the “College Workout” curriculum, designed to assist them with the college process. A pass/fail grade is given, and an additional fee is charged for this course.

GROUP ACADEMIC SUPPORT IV/V This course is designed for seniors and post-graduate students who have mastered basic academic strategies and are able to apply these strategies to their daily work in a group consisting of four students and one teacher. Within the group, students set specific individual academic goals for each term. They will complete Part II of the “College Workout” as well as the “Passport” curriculum, which is designed to help them plan and prepare for the process of obtaining and using accommodations in college. A pass/fail grade is given, and an additional fee is charged for this course.

INTERNATIONAL ENGLISH SUPPORT This class is designed for international students who are not enrolled in other ES courses or whose previous school transcripts suggest more help is needed in understanding and completing class and homework assignments. The Advanced Academic Support class helps students with specific assignment needs and provides skill work in reading comprehension, writing, and editing of essays and research papers. The class focuses on the specific daily needs of each student. Help in SAT and TOEFL preparation is also provided.

SINGLE
SEMESTER
COURSE

STUDY SKILLS ENRICHMENT Study Skills Enrichment is designed to provide students at all grade levels with a structured opportunity to check in one-on-one with a teacher during the evening study hours (7:30–9:30 PM), twice a week, for forty-five minutes. In Study Skills Enrichment, students learn to organize materials, accurately keep track of assignments and due dates, edit and revise written work, prioritize and plan their study time. Students set academic and study goals for the week, and create as needed, study plans for upcoming exams. If time permits, students can receive assistance getting started on a challenging homework assignment. An effort grade is given, and an additional fee is charged for Study Skills Enrichment.

English

The English curriculum is designed to help students broaden their experiences through reading and to help them learn to communicate effectively in both oral and written expression. AP, Honors, Standard, and ASP courses are offered, allowing each student an opportunity to be challenged and to achieve success at his or her own pace. Process writing is used to encourage students to revise material and to place an emphasis on mastery. Classes are discussion based, allowing students to express their own creativity and insights and to increase their skills in critical analysis of classic and contemporary literature.

REQUIREMENT: Four full-year credits of English are needed for graduation. Postgraduate students must complete one full year of English at New Hampton School.

FULL-YEAR COURSES

ENGLISH I This course focuses on grammar, reading, and composition skills. Reading and writing selections are made on the basis of interest and student reflection with an emphasis on adolescent literature, particularly as it pertains to independent boarding school life. From Homer and Shakespeare to modern short stories and poetry, students will explore all genres. Study skills and organizational techniques are also emphasized. The grade level project for English I concerns mythology. Within the framework of the Foundations of Learning, students will apply their new knowledge of myths and culture to create ones of their own. Students will embark upon an imaginary journey to a fictional or actual country. Students will attend to creation myths, values, and traditions of their respective civilizations and record their discoveries.

HONORS Traditionally offered to ninth graders, students may elect the Honors section of this course after conferring with the department head and the director of studies. Using a thematic approach and often demonstrating their learning through projects and presentations, Honors students explore various genres of literature and modes of discourse with greater speed and depth than at the Standard level.

STANDARD This course provides students with an opportunity to improve their oral and written communication by learning, understanding, and applying basic grammar and writing skills. Writing focuses on mechanics, paragraph structure, and multiple essay formats. All genres of literature are explored.

ACADEMIC SUPPORT PROGRAM Following the standard curriculum of the

English Department, academic support classes provide skill development with an emphasis on a structured writing process and specific reading comprehension techniques using content material to teach strategies. Projects, activities, and academic strategies are integral parts of the curriculum. Classes have a maximum of six students. This course is offered for an additional fee.

ENGLISH II Students in this course read literary selections from various countries outside the United States with a particular emphasis on Europe. Essays, plays, poetry, novels, and short stories from the Ancient, Medieval, Renaissance, Enlightenment, and Modern periods parallel what is offered in European History, which is traditionally taken during the sophomore year. Writing is an integral part of the English II curriculum, where students develop their skills in thesis construction and analytical support. The use of concrete language, the awareness of the connotative and denotative word values, and the integration of data in a concise and cohesive manner are paramount. The grade level project for English II concerns war. As a means of exploring historical and cultural backgrounds, students will engage in an interdisciplinary study of twentieth and twenty-first century conflicts. Literature and research from the period help students create a personal reflection on the experience.

HONORS Traditionally offered to tenth graders, students may elect the Honors section of this course after conferring with their advisor, English teacher, the department head, and the director of studies. Beginning with Classical Greece and continuing to the uncertainties of the post-moderns, students will explore the human search for meaning as told through literature. A premium is placed on close reading skills, analytical writing, and interpretive, creative expression in the form of projects. Readings of 20–25 pages per night are not uncommon.

STANDARD Students are given an opportunity to improve upon their analytical essay writing and critical reading skills. Using international literature of the past and present, students use journals to reflect upon the content of the reading, while interdisciplinary projects encourage multimedia demonstrations of what is learned.

ACADEMIC SUPPORT PROGRAM Following the standard curriculum of the English Department, academic support classes provide skill development with an emphasis on a structured writing process and specific reading comprehension techniques using content material to teach strategies. Projects, activities, and academic strategies are integral parts of the curriculum. Classes have a maximum of six students. This course is offered for an additional fee.

ENGLISH III English III utilizes extensive classroom discussion and various written techniques to explore American literature. All genres are intended to parallel much of what is offered in U.S. History, the course traditionally taken by juniors. Whether given

as a survey or approached more thematically, students learn to work independently, focusing on critical thinking skills, oratory techniques, and the art of thesis-writing using credible support. Additionally, participants receive preparation for both the SAT and ACT. The grade level project for English III is a lengthy research assignment culminating in the writing of an MLA-documented position paper.

HONORS Traditionally offered to eleventh graders, students may elect the Honors section of this course after conferring with their advisor, English teacher, the department head, and the director of studies. Using an American Studies approach, significant interplay between history, art, primary sources, and the literature of the times is essential. A firm grasp of the author's themes, styles, traditions, and cultural transformations is the aim of this fast paced and engaging course. Writing assignments investigate multiple frames of reference and use critical thinking skills.

STANDARD Students focus on thesis-writing through analytical, argumentative, and creative modes. American authors serve as prompts for discussion both in written and oral discourse. Students practice a comprehensive approach to editing. The goal of the course is to help students gain greater independence in drafting and editing clear and concise prose as well as confidence in reading and writing thoughtfully.

ACADEMIC SUPPORT PROGRAM Following the standard curriculum of the English Department, academic support classes provide skill development with an emphasis on a structured writing process and specific reading comprehension techniques using content material to teach strategies. Projects, activities, and academic strategies are integral parts of the curriculum. Classes have a maximum of six students. Students are expected to move into Standard English class for senior year to promote a natural transition to college programs. This course is offered for an additional fee.

ENGLISH IV An elective-based senior course is designed by semester to offer students the opportunity to read and write as demonstration of their critical thinking and analytical processing skills. As a culmination of a student's experience in the classroom while at New Hampton School, English IV uses literature from around the world as a foundation for discussion and writing prompts. During the first semester, all students will pursue an intensive study of the writing process using the four rhetorical modes of discourse: description, narration, exposition, and argument. A writing portfolio displaying appropriate use of structure, syntax, awareness of audience and tone, personal voice, and clear point of view is a requirement. The college essay and SAT/ACT preparation will also be a part of this term's focus.

ENGLISH V Designed for postgraduate students, this course emphasizes writing and analysis. The structural elements: theme, tone, irony, symbolism, metaphor, etc., of novels, short stories, and poetry provide the focus of essays written each week. During the first semester, SAT and ACT preparation and college application essays are stressed.

ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION Traditionally offered to seniors as well as exceptional juniors and postgraduates, students may elect this course after conferring with their advisor, English teacher, the department head, and the director of studies. The primary goal is to develop the student's abilities as a reader and writer in analyzing all rhetorical modes using fiction and nonfiction. Practice tests are used frequently to monitor progress, keeping in mind the precepts designed by the College Board in preparation for the Advanced Placement exam, which is mandatory for all who take this course. The work is challenging, intellectually stimulating, and requires one's best effort consistently to develop independence of thought and multiple frames of reference. Discussion inside and outside the classroom is a vital means of testing ideas and supporting progress.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION Traditionally offered to seniors as well as exceptional juniors and postgraduates, students may elect this course after conferring with their advisor, English teacher, the department head, and the director of studies. Designed for highly motivated readers and writers, literary analysis and critical writing are stressed. Students read a wide variety of fiction, poetry, and drama from many different countries and eras. Practice tests are used frequently to monitor progress, keeping in mind the precepts designed by the College Board in preparation for the Advanced Placement exam, which is mandatory for all who take this course. The ultimate goal is for students to apply their skills of literary analysis to other media.

INTERNATIONAL LITERATURE This course is an advanced English Support class for students who need additional development of their reading comprehension, writing, critical thinking, and communication skills in English in preparation for the demands of mainstream high school and college courses. Grammatical concepts specific to English are an ongoing study in this course. While providing a supportive environment, the course challenges students to examine literature and explore how it provides insight into various cultures by demonstrating common themes relevant within the global context.

History and Social Sciences

Students taking history and social science classes at New Hampton School will develop and extend their thinking, reading, writing, research, and speaking skills through the study of a variety of offerings. Through the close, selective, and guided study of historical and cultural phenomena, students' analytical skills will begin to evolve. A variety of reading assignments, writing assignments, and classroom discussions enlarge students' capacity for critical analysis, productive debate, and respect for the diversity of our world. Writing assignments give students the opportunity to develop decisive and well-founded arguments, require students to express themselves clearly, and help students to learn practiced research methods. Films, guest lectures, and field trips augment students' knowledge, interest, and understanding of the world around them. The connections of past to present and familiar to foreign give insight into the factors of human culture and behaviors. These lenses are emphasized and focused through a variety of required courses and elective offerings covering the history, culture, politics, economics, and geography of our world.

REQUIREMENT: Three full-year credits of history are needed for graduation, including U.S. History and senior-level history. Postgraduate students must complete one full year of history at New Hampton School.

FULL-YEAR COURSES

COMPARATIVE WORLD CULTURES This freshman course is focused on giving students an understanding of different world cultures in comparison to their own. The class will examine contemporary issues from different areas of the world. Students will compare major religions, economic systems, and political institutions from areas such as Asia, Latin America, and the Middle East. The students will discuss geography, culture, religion, economics, and political systems comparing them to their own culture and institutions. Skill development will focus on analytical writing, persuasive writing, and basic research, recognizing different points of view in literature, analytical reading, essay writing, note taking skills, acquiring new information, organization, and communication. This is all undertaken to promote thinking and new understanding

throughout the full-year course. *Required for all freshmen.*

HONORS Students will follow the standard course, but will examine the breadth and the depth of the different issues using more documents that are primary. Readings will be at an advanced level covering more topics and issues throughout the year.

MODERN EUROPEAN HISTORY (HONORS AND STANDARD SECTIONS) Students will concentrate on developing a sense of European history by pursuing a careful program of study into the history of modern Europe and Western society from the Renaissance to the mid-twentieth century. Political, economic, cultural, and intellectual trends are examined. Topical emphasis may vary from year to year, but typically include the Renaissance, the Reformation, the Age of Absolutism, The French Revolution, the Age of Napoleon, the Industrial Revolution, and World War One and World War Two from a European perspective. Skill development will focus on cooperative group work, research gathering and writing, note taking, critical thinking, acquiring new information from multiple sources both primary and secondary, analytical writing, and analytical reading skills. Students will also use literature to deepen their understanding of a particular region.

HONORS Students will follow the standard course, but will examine the breadth and the depth of the different issues using more documents that are primary. Readings will be at an advanced level covering more topics and issues throughout the year.

UNITED STATES HISTORY This course is a survey of United States history from its colonial beginnings to the twentieth century. Attention is given to those issues that best illuminate contemporary issues in U.S. domestic and foreign policy. Skill emphasis is on the critical analysis of historical evidence—locating, gathering, organizing, and evaluating various kinds of historical data; communicating effectively in speech (class discussions, lectures, debates, oral presentations); writing essays on historical issues; and developing a geographic sense of place, chronology, and a sense of the importance and possibility of the United States's place in the world. Students complete an independent research project as evidence of their development as independent learners. *Required for all juniors.*

ADVANCED PLACEMENT UNITED STATES HISTORY This survey course seeks to cover the United States history curriculum as defined by the College Board in the AP guidelines. Students are prepared to take the Advanced Placement exam in May of each year. Emphasis is on developing college-level reading, analytical, and writing skills. Students cover information ranging from the settlement of North America to the

present. They learn to analyze historical evidence in a variety of forms and to develop incisive arguments based on that data. Students also undertake an individual research paper project during the winter trimester. The goals of reading assignments and class discussions are to encourage students to challenge conventional wisdom, to develop independent opinions, and to express themselves in both abstract and concrete terms. Open to juniors, seniors, and postgraduates.

ADVANCED PLACEMENT EUROPEAN HISTORY This survey course seeks to expand students' knowledge to the rich cultural, political, social, and intellectual heritage of Europe as defined by the College Board in the AP curriculum. Students are prepared to take the Advanced Placement exam in May of each year. Emphasis is on developing college level reading, analytical, and writing skills. Students explore modern European history from the 1300s to the present. Students learn how to analyze historical evidence in a variety of forms in order to develop incisive arguments based on that data. Reading assignments are at a college level. The goals of reading assignments and class discussions are to encourage students to challenge conventional wisdom, to develop independent opinions, and to express themselves in both abstract and concrete terms. Open to seniors and postgraduates.

INTRODUCTION TO PSYCHOLOGY

This course will explore diverse aspects of psychology, including: stages of development, group dynamics, abnormal psychology, relationships, adolescent psychology, and more. Students should be prepared to actively participate in this interactive and discussion-based class.

SINGLE SEMESTER COURSES

ISSUES IN MODERN HISTORY I (FIRST SEMESTER) This senior, seminar style, course is designed to develop an understanding of global, social, political, and economic issues of the twentieth and twenty-first centuries. Students will investigate both foreign and domestic affairs, all with an eye toward grasping a better understanding of the challenges faced in our world today. Some topics to be covered will be American politics, presidential elections, the Middle East crisis, and the rise of China. Students will develop critical thinking skills through reading a variety of viewpoints from both primary and secondary sources, viewing documentaries, and researching information using primary source materials. Reading assignments are at a freshman college level. Students will write analytical and persuasive essays as well as research style papers to help develop analytical thinking and writing skills. This course is designed to provide learning experiences similar to those students will most likely experience in a college or university setting. Students will follow a comprehensive syllabus and meet in both large lecture style classes and small discussion groups each week. They will experience

different lecture styles, methods of note taking, and modes of assessment. *Required for all seniors and postgraduates not enrolled in an AP History course.*

ISSUES IN MODERN HISTORY II (SECOND SEMESTER) This course is a continuation of Issues in Modern History I but with an emphasis on more focused topics and smaller class sizes. Students will have an opportunity to choose and pursue topics in greater depth. Students will have the opportunity to explore different elective-style offerings such as international trade, nuclear proliferation, and America's place in the world. Topics will vary with regard to instructor and student interests. Skill development remains focused on analytical reading, analytical writing, persuasive writing, research techniques, and public speaking. *Required for all seniors and postgraduates not enrolled in an AP History course.* Prerequisite: Issues in Modern History I.

HISTORY OF THE BRITISH EMPIRE (SECOND SEMESTER) This elective course is a survey of British history from ancient, stone-age Britain to modern, twenty-first century England. Major social, economic, and political developments are emphasized. Periodic use of appropriate secondary sources will be utilized to enhance exposure to Britain's cultural heritage over the centuries.

AMERICAN CULTURE This course is designed with two purposes: to give international students a firm foundation in U.S. history before they take the required U.S. History course in their junior year and to experience American culture through field trips to such places as a local farm, election day voting, or a typical New England diner. Students use texts and primary sources appropriate to their English level. Each spring students are taught the process to write a research paper.

Mathematics

The logical thought process of mathematics is necessary to the development of critical thinking. Through exposure to basic courses, students not only attain the computational skills needed for everyday life but also develop their ability to think clearly and present their thoughts in a precise, well-organized fashion. The program is flexible in that it satisfies the needs of students who are not particularly mathematically oriented, while providing the challenge and interest necessary for those who want a sound mathematical background on which to base further study. For example, a typical program for the student with limited mathematical goals would be Algebra I, Geometry, Algebra II, and Math IV. For those going on to higher college math: Algebra I, Geometry, and Algebra II, followed by Precalculus Honors or Advanced Math I and II, and AP Calculus. All math courses are carefully sectioned according to ability. Sectioning is based on placement tests taken over the summer, past testing, and performance in previous math courses.

REQUIREMENT: Three full-year credits of mathematics are needed for graduation, minimally Algebra I, Geometry, and Algebra II.

FULL-YEAR COURSES

GEOMETRY (HONORS AND STANDARD) This course starts out with the basic undefined terms of point, line, and plane. The introduction of the conditional statement and elementary algebraic properties introduce the concept of a theorem for setting up statement-reasons used in proofs. The deductive and inductive processes, critical thinking, visual understanding, and the idea of congruency are introduced with parallel lines, triangles, quadrilaterals and parallelograms, polygons and similarity, ratio and proportions, right triangle and elementary trigonometry, circles, and area of geometric figures. Representing geometric shapes in symbolic (algebraic) terms will be covered to make an introduction to right-angle trigonometry. Time permitting, an introduction to solid geometry will be given.

ACADEMIC SUPPORT PROGRAM This course follows the standard curriculum, but smaller class sizes allow for active participation in class discussions, more immediate and specific responses to student questions, and individualized instructional methods. Prior knowledge of concepts and facts are the foundation

through which critical and analytical thinking skills are built. Skill development focuses on accommodating each student's math skill set by adjusting the pace of instruction and varying the amount of practice needed to ensure skills are mastered before introducing new ones. (Classes have a maximum of eight students. This course is offered for an additional fee.)

ALGEBRA I (HONORS AND STANDARD) This course lays the conceptual and technical groundwork for understanding algebra. The associative, commutative, and distributive laws of algebra are discussed. The plotting of points and numbers gives the one to one relationship for visual graphing of linear equations, polynomials, and other relations, with special focus given to in-depth understanding of linear equations. Emphasis is also placed on translating English into algebra with word problems. Equations can have coefficients that are whole numbers, fractions, decimals, and percents. Other topics will include inequalities, linear equations, exponents, factorization, and quadratic equations. Time permitting; the data analysis topics of histograms, bar graphs, scientific notation, and unit analysis will also be covered.

ALGEBRA II (STANDARD) This course picks up the topics covered in Algebra I and goes into more detail and skill work. Early emphasis is placed on the basic rules of algebra, such as the associative, commutative, and distributive properties. The main topics to be covered are systems of equations in up to three unknowns and the use of matrices, exponents, and logarithms; radicals; rational and irrational numbers; and factorization and its use in the simplification of rational expressions. The introduction to quadratic equations and their solutions by either completing the square or the quadratic formula method is the highlight for the year. Translations and transformations of graphs on the Cartesian plane are discussed, and all functions are represented graphically. Word problems are strongly emphasized during this course of instruction.

HONORS This course is designed for those students who have the department's permission to accelerate. Topics will include those covered in Algebra I, but with significantly greater depth and sophistication. Emphasis will be placed on the analytical and graphing calculator approach to problem solving, and to understanding how to use graphical transformations. Topics covered include systems of equations and inequalities in up to three unknowns; relations and functions; work with polynomials (factoring, products); rational expressions; exponential and logarithmic equations; complicated fractions; irrational and complex numbers; and quadratic equations. There will also be an introduction to trigonometry and analytic geometry. Requirement: TI-83 Graphing Calculator

ACADEMIC SUPPORT PROGRAM This course follows the standard curriculum, but smaller class sizes allow for active participation in class discussions, more immediate and specific responses to student questions, and individualized

instructional methods. Prior knowledge of concepts and facts are the foundation through which critical and analytical thinking skills are built. Skill development focuses on accommodating each student's math skill set by adjusting the pace of instruction and varying the amount of practice needed to ensure skills are mastered before introducing new ones. (Classes have a maximum of eight students. This course is offered for an additional fee.)

STATISTICS This course is designed for students who have successfully completed Algebra II, and are looking for a mathematics course that is both different and interesting. Statistics gives a framework in which to draw conclusions from data, and as such will include a large number of practical examples and examples drawn from real-world data. Students will learn the fundamental principles and methods of statistics and probability, including different measures of average and central tendency, statistical distributions, variations, and percentiles. The subject will be explored through observation, data gathering, and experiments. Requirement: TI-83 Graphing Calculator

ADVANCED MATHEMATICS I This math course forms the first part of the two-year sequence in functional analysis, trigonometry, analytic geometry, matrix algebra, and probability and data analysis. The course will emphasize both analytical and graphical approaches to problem solving, using methods of plotting by hand as well as making extensive use of graphing calculators. This part of the course will cover two main areas: functional analysis and trigonometry. Functional analysis covers topics such as linear quadratic and composite functions, with time spent on graphing technology to determine points of intersections and zeros, as well as finding these by analytic methods. For polynomial functions, the Rational Root Theorem is used to help determine the number of roots, among other techniques. This part of the course will also study rational, exponential, and logarithmic functions. The remainder of the year will be spent on trigonometry, covering such topics as graphing of trigonometric functions, identities, equations, and the laws of sine and cosine. Requirement: TI-83 Graphing Calculator

ADVANCED MATHEMATICS II This course forms the second part of the two-year sequence in functional analysis, trigonometry, analytic geometry, matrix algebra, and probability and data analysis. The course will cover vectors and matrix algebra, with attention to applications in linear programming. The course continues with an introduction to parametric equations and polar coordinates, leading naturally to graphing functions in the complex plane. Analytic geometry will also be discussed, and the course is rounded out with important topics from discrete mathematics, including logic and set theory, probability, sequences and series, and mathematical induction. Students will be very well prepared for the SAT II in mathematics, and also for any further study in any branch of the subject, including calculus. Requirement: TI-83 Graphing Calculator

PRECALCULUS HONORS This course will emphasize the analytical and graphing calculator approaches to problem solving; that is, the calculator work will be checked algebraically and vice versa. The course will cover two main areas: functional analysis and trigonometry. Functional analysis topics include linear quadratic and composite functions, graphing technology to determine points of intersections and zeros, as well as finding these by analytic methods. For polynomial functions, the Rational Root Theorem is used to help determine the number of roots. The course continues with rational, exponential, and logarithmic functions. Parametric and polar graphing will be introduced. The remainder of the year will be spent on elementary trigonometry, covering such topics as trigonometric graphing, identities, equations, and the laws of sine and cosine. This rigorous course will give the student an excellent preparation for the study of calculus at the advanced placement level. Requirement: TI-83 Graphing Calculator

CALCULUS HONORS This course is an introduction to the study of differential and integral calculus. Emphasis will be placed on both the analytical and graphing calculator approaches to problem solving. The focus will be on investigating the applications of calculus to many fields, to gain a sense of the power of this approach. Visual representations of equations will be stressed throughout. The course begins with a review of precalculus topics before developing differential calculus (curve sketching, the mean value theorem, optimization, and more). From there it continues to integral calculus and the Fundamental Theorem of Calculus, relating integral and differential calculus to each other. Requirement: TI-83 Graphing Calculator

AP CALCULUS (AB) This course follows the Advanced Placement AB Calculus syllabus with guidelines for technology (graphics calculator), and as such develops the skills of a college-level course in Calculus I. This is a rigorous and demanding course of study, which should only be undertaken by those with a very solid understanding of precalculus concepts. Students will learn how to use graphical, numeric, analytic, and verbal information to gain full understanding of the subject, and there will also be a focus on the philosophical problems that calculus has enabled us to solve. All students will be required to take the AP exam; Calculus Honors is for students who do not wish to take the AP. Requirement: TI-83 Graphing Calculator

AP CALCULUS (BC) This course follows the Advanced Placement AB and BC Calculus syllabi, which will leave the student with the equivalent of a college-level course in Calculus II, and all the major topics of single-variable calculus. Students will start with a review of the AB Calculus syllabus, after which the remainder of the year will be devoted to the study of the BC Calculus curriculum. This includes the topics of improper integrals, sequences and series, polynomial approximations including Taylor, Maclaurin, and Fourier series, and the calculus of polar and parametric equations. Early spring will

be used for preparation for the AP exam. All students will be required to take the AP exam. Requirement: TI-83 Graphing Calculator

MATH IV This course is designed for seniors who are not interested in advanced math or statistics; all seniors are encouraged to take a fourth year of mathematics. The first semester will be devoted to SAT mathematics preparation: Algebra, Geometry, and general problem-solving skills will be emphasized. Practice examinations will be given weekly to monitor progress and address concerns for the individual student, in preparation for the November SATs. The second semester will introduce students to the study of logic. It is a course on discrete mathematics with applications. Topics will include: Venn diagrams, set theory, truth tables, probability and statistics, permutations and combinations, and the Markov Chain Process.

SINGLE
SEMESTER
COURSES

INTRODUCTION TO COMPUTER GAME PROGRAMMING (FIRST SEMESTER)

This course is aimed at the interested novice to computer programming. We will learn all the fundamental principles of programming and computer logic, but will view the topics through the lens of application to a variety of games. The focus will be on variable types, conditional statements, and loops, and will cover code design and analysis. Major programming projects will constitute the largest portion of a very hands-on course.

WEB PROGRAMMING (SECOND SEMESTER) This course is aimed at the novice to programming, but is also recommended as a follow-up to game programming to those who found that interesting. Design techniques will be discussed, and we will learn how to write code in HTML, JavaScript, and ASP, among other tricks.

INNOVATIVE LEARNING TECHNOLOGY (OFFERED BOTH SEMESTERS) The top ten jobs that will be in demand in 2010 didn't exist in 2004, according to former Secretary of Education Richard Riley. This one-semester course provides students with skills relevant to this new reality and offers a forum to discuss the changing demands of the twenty-first century. Students will become flexible users of technology to meet their personal and academic goals by introducing core computer tools necessary for success at New Hampton School. Topics covered will include fundamentals such as file and password management, applications such as Microsoft Office, iMovie and e-mail, and Internet skills such as search, publishing, collaboration, social networking, and Internet safety. Emphasis will be placed on developing skills and habits that transcend particular operating systems or applications.

Science

The Science Department's basic responsibility is to develop, encourage, and nurture students' interest in science. As more and more questions facing both the individual and society have a basis in science, it becomes increasingly important for everyone to attain some degree of scientific and technological literacy. The Science Department strives to provide all students with a background in the basic sciences (Biology, Chemistry, and Physics), which will enable them to better understand the world and become better informed citizens. At the same time, the department recognizes the need to adequately prepare those who are planning a career in science or engineering with a good background for more advanced work. True understanding and application, rather than rote learning, are emphasized in our classroom environment. The department utilizes hands-on experiences, including laboratory and/or fieldwork, to help students develop better observational and manipulative skills and to acquire knowledge by doing. The curriculum is structured to give students an appreciation and understanding of the natural phenomena that touch our lives every day.

REQUIREMENT: Three full-year credits of science are needed for graduation, including biology and chemistry or physics.

FULL-YEAR COURSES

CONCEPTUAL PHYSICS This course uses a conceptual approach to introduce students to the basic ideas and concepts of physics. Through hands-on experimentation, students delve into mechanics; the properties of matter, heat, color, sound, and light; electricity and magnetism; and atomic and nuclear physics. The benefit of a conceptual physics course is that most mathematical computations only use simple algebra. The course culminates with a unit on energy, in which students examine how energy is used throughout the world. Throughout the year, laboratory activities and class projects are heavily integrated to help students develop a better understanding of their world. This course provides preparation for subsequent courses (Biology and Chemistry) in science.

CONCEPTUAL PHYSICS HONORS This course is for students having demonstrated excellent ability in mathematics and/or science. The topics covered are similar to those in the standard course, but the material will be explored in greater detail.

BIOLOGY Biology is the branch of science devoted to the study of life. The course is divided into three broad areas of concentration: cell biology, genetics, and ecology. We begin with an investigation of the cell, which is the basic unit of life. Once students are familiar with the structure and function of the cell, we move on to an in-depth analysis of the cell cycle, which transitions into a study of genetics. Students study patterns of inheritance, Mendel's principles, and the structure and function of DNA. Finally, the class moves on to an overview of evolution, the origins of biodiversity, and a study of ecosystems. All three major units are explored from an applied perspective; we study cancer while learning about the cell cycle, genetically modified organisms while exploring genetics, and invasive species while focusing on ecology. Lab work is an essential part of the course, and students will develop the skills needed to design experiments, conduct research, analyze data, and write scientific reports. There is a major emphasis on current scientific exploration and the impact that humans have on our global ecosystem.

BIOLOGY HONORS This course is for students having demonstrated excellent ability in science. The topics covered are ecology, cell structure and function, evolution, genetics, microbiology, and invertebrate zoology. Laboratory and field work is an essential part of the course. Students will develop skills needed to design experiments, conduct research, analyze data, and write scientific reports. The honors-level status of this course assumes an elevated level of student commitment and effort.

ADVANCED BIOLOGY HONORS This course offers a second year in biology for students demonstrating excellent ability and interest in the basic course or in the previous honors course. Advanced Biology Honors is designed for the student to study and investigate the major areas of the discipline: biochemistry, cells, cellular energy, mitosis/meiosis, classical and molecular genetics, evolution, bioethics, ecology, biodiversity, and behavior. Independent research is emphasized throughout the year. The course works like an entry-level college biology class with regular discussion, paper writing, and formal lab reports. This course does not follow the AP Board curriculum and is not intended for students primarily concerned with AP credit. However, students may choose to take the ETS Advanced Placement Test at the conclusion of the course.

CHEMISTRY This introductory course is designed to help students employ the conventional principles of chemistry to think intelligently about issues concerning environmental issues and technology. Some of the major topics considered throughout the year include atomic structure, chemical bonding, molecular structure, various categories of chemical reactions, and organic chemistry. Appropriate laboratory experiences will accompany each subject as they arise.

CHEMISTRY HONORS This is a more intensive introductory course in chemistry for students who have demonstrated excellent ability in mathematics and science. The topics covered are similar to those in the standard course, but will be explored in greater depth. Laboratory work parallels concepts covered within the curriculum but allows for independent investigation.

ADVANCED CHEMISTRY HONORS This course is a second year in chemistry for students demonstrating excellent ability and interest in the basic course and who have successfully completed Algebra II. This course is designed to prepare students for college level labwork. Developmental in design, students can expect to gain competencies in advanced concepts using lab work and calculations to enhance their understanding. Topics covered include but are not limited to: nuclear chemistry, organic reactions, and biochemistry. The last unit will focus on environmental chemistry applications to hydrology. This course does not follow the AP board curriculum and is not intended for students who are primarily concerned with AP credit. However, students may choose to take the ETS Advanced Placement Test at the conclusion of the course.

ANATOMY AND PHYSIOLOGY HONORS This course includes an in-depth examination of the design and function of the vertebrate body with emphasis on the organ systems. Labs, projects, and dissection are an integral part of the course. This is a college-prep course that is beneficial for students interested in any medical field.

PHYSICS (SENIOR LEVEL) A college preparatory course covering all the traditional topics including mechanics, thermodynamics, sound, light, electricity, magnetism, and modern physics. This course emphasizes conceptual principles, practical applications, and general problem solving skills. Laboratory work is designed to illustrate the principles discussed in class, to strengthen observational and analytical skills, and to encourage logical progressions in the scientific thought process. It is recommended that students have a basic understanding of algebra, but computational and unit analysis skills will be reinforced alongside physics concepts.

PHYSICS HONORS (SENIOR LEVEL) Physics is the branch of science about the nature of everyday things. This is a college preparatory course covering all the traditional topics in physics including mechanics, thermodynamics, waves, sound, light optics, electricity, magnetism, and modern physics. This course emphasizes the underlying principles and the applications to a wide variety of practical problems. Laboratory work will illustrate the principles discussed in class and give the students the opportunity to develop observational and analytical skills.

AP PHYSICS This is a college-level course covering all the traditional topics of calculus-based mechanics. While the topic is mechanics, this is essentially a course

in problem-solving techniques. Students apply the basic principles of mechanics and math skills (students should be studying calculus when they take this class) to a wide range of practical problems. They practice two equally important skills: translating complex situations into simple physics equations, and the testing of these equations as real-world-based. Laboratory work gives students the opportunity to develop these skills. Students completing this course will be well prepared for the AP Physics C: Mechanics Exam.

ECOLOGY Ecology, a branch of biology, seeks to answer questions regarding living organisms and their interactions with other organisms and the environment. The course includes three major units, each giving the student experience in laboratory and field research. In the fall, we study the forest ecosystem and land use management. In the winter, students concentrate on human ecology including population, acid rain, and global climate change. In the spring, students investigate freshwater ecology by monitoring the health of a local stream and mapping vernal pools. Throughout the year, students will learn to identify the flora and fauna of New England and hone their skills as observers of nature.

GEOLOGY This course is designed as a full-year elective option for seniors and postgraduates. The topics include plate tectonics, rocks and minerals, geomorphology, volcanoes, earthquakes, glaciers, and erosion. Through labs, fieldwork, and projects students will gain a basic understanding of Earth's geologic processes and how humans impact and are impacted by these processes.

BASIC CONCEPTS OF SPORTS MEDICINE This course is offered to upperclassmen to introduce the ideas and concepts that surround the growing field of sports medicine. Each semester will cover a general sports medicine topic including prevention and care of athletic injuries, basic human joint anatomy, taping and wrapping techniques, strength and conditioning principles, rehabilitation techniques, and CPR/First Aid certification. This class is designed to give students experiential education through possible internships in the athletic training room and weight room on campus.

SINGLE
SEMESTER
COURSES

HEALTH (FOUR-YEAR STUDENT REQUIREMENT) This is an interactive course that explores areas of health and wellness that directly influence our daily lives. Each topic covered will incorporate a chance for students to reflect on their own experience within the unit being covered. Some of the topics will include: stress management, nutrition, relationships, sexuality and human reproduction, STIs, psychoactive drugs, and alcohol. The learning experience will include opportunities for current event discussion, research, presenting/teaching, and field trips. Through the integration of new information and self-reflection, students will leave this course with a better understanding of their own health and the health of the greater community.

Visual and Performing Arts

The Visual and Performing Arts Department offers students opportunities for self-awareness, self-expression, and artistic growth in a safe environment that promotes both skill development and personal character. Students explore, discover, and develop their innate artistic abilities while gaining an enhanced understanding of the interrelatedness of the world around them. The arts do not stand alone, but are an aspect and expression of the core values of any culture or discipline. While studying the arts at New Hampton School students will augment their understanding of all the other academic disciplines they are studying.

Visual Arts students experience significant self-exploration through our multi-leveled studio art, photography, graphic design, and film courses. Students learn the universal elements and principles of visual expression, develop technical skills, grasp concepts, and gain confidence through strategically structured assignments. All courses reflect a discipline-based art education involving critique, production, art history, and aesthetics.

In the Performing Arts, our wide range of classes and co-curricular activities in dance, theatre, technical stagecraft, music, and recording provide students with a solid foundation of basic skills. They then learn process, technique, and conceptual thought. The Performing Arts are about self-exploration and our students gain confidence and self-awareness through the program's core values of respect, responsibility, and relationships.

Students wishing to continue their arts education at the college level will gain the necessary solid foundation as well as the knowledge and understanding of advanced skills in their chosen area.

REQUIREMENT: One full-year credit of art is needed for graduation.

COURSES **ARTS FOUNDATION (FULL-YEAR COURSE)** This course provides an integrated foundation in the arts to students new to New Hampton School. The class is divided into small groups that rotate throughout six different units (studio art, music, dance, theatre, graphic design, and photography), so that students experience all of the expressive disciplines within the Visual and Performing Arts Department. Offered to freshmen and newly enrolled sophomores.

Visual Arts

STUDIO ART COURSES **2D DESIGN (FIRST SEMESTER)** This course will introduce students to the elements of design. Line, shape, size, texture, color, and value will be emphasized in this class through direct observation and exploration. Students will use different dry media such as pencil, charcoal, conté crayon, marker, and colored pencils.

SKETCHBOOKS ARE REQUIRED FOR ALL STUDIO ART CLASSES **3D DESIGN (FIRST SEMESTER)** This course is for the student who would like to explore the realm of sculpture and 3D. This is an introductory course exploring “seeing in the round” and the application of skills and techniques for fabricating freestanding art forms. Students will problem-solve technical and conceptual ideas through reductive and additive building techniques, using cardboard, plaster, paper maché, clay, soapstone, found objects, and mixed media.

ENVIRONMENTAL ART (FIRST SEMESTER) Students will explore the outdoors and use the environment as their palette. Experimentation and group work will be emphasized along with discussion and sketchbook use. Work will include stone, wood, snow, flowers, water, and twigs. Books and videos of the artist Andrew Goldsworthy will provide inspiration and motivation.

PAINTING (SECOND SEMESTER) This course will introduce techniques and skills associated with painting, using acrylics and watercolor paints. Sketchbook journals will be kept so that an ongoing visual dialogue will encourage and enhance creative development in each artist.

PRINTMAKING (SECOND SEMESTER) This introductory course will teach students the exciting world of printmaking. Students will learn about monotypes, monoprints, print collage, and the painterly print, depending on time and experience of each artist. Sketchbook journals will be kept so that an ongoing visual dialogue will encourage and enhance creative development in each artist.

INTERMEDIATE / ADVANCED ART* (FULL-YEAR COURSE) This course requires diligence and desire by the student to work independently and with persistence to obtain a significant body of work. Sketchbook journals will be used to collect ideas, thoughts, and reflections. During the course of the year, students will be meeting and discussing their work regularly with one another, learning dialogue and critiquing skills essential to grasping the means and meaning of advanced visual expression. This course is an exciting challenge and journey for the art student to develop his/her own voice and artistic style! By the end of the year, AP students* will have fulfilled college-level focus in completing their portfolios.

*Advanced Placement Portfolio Option upon instructor's recommendation.

INTRODUCTION TO GRAPHIC DESIGN (OFFERED BOTH SEMESTERS) Graphic designers work with drawn, painted, photographed, or computer-generated images (pictures), but they also design the letterforms that make up various typefaces found in movie credits and TV ads; in books, magazines, and menus; and even on computer screens. Designers create, choose, and organize these elements—typography, images, and the so-called “white space” around them—to communicate a message. Graphic design is a part of your daily life. From humble items like gum wrappers to huge things like billboards to the T-shirt you’re wearing, graphic design informs, persuades, organizes, stimulates, locates, identifies, attracts attention, and provides pleasure. Students will complete their course work using Adobe Creative Suite software (InDesign and PhotoShop) in a dedicated Macintosh publications lab.

ADVANCED GRAPHIC DESIGN (OFFERED BOTH SEMESTERS) A continuation of Introduction to Graphic Design. Prerequisite: Introduction to Graphic Design or by permission of instructor.

PHOTOGRAPHY COURSES

PHOTOGRAPHY I: DIGITAL OR FILM (OFFERED BOTH SEMESTERS) In Photography I students learn the principles and elements of design, how to maximize the potential of the camera for personal expression, and fine printmaking. Film students use the traditional, wet darkroom; digital students learn the digital workflow using PhotoShop.

PHOTOGRAPHY II & III*: DIGITAL OR FILM (OFFERED BOTH SEMESTERS) In Photography II, students begin to develop their own personal vision and have a higher degree of “creative license” in their assignments and projects. Students learn finer control in their processing and printmaking, including the use of toning, papers, and color management. In Photography III students continue with new assignments that

are structured for the individual student. In addition, students are expected to create a body of work that illustrates their own personal vision and ideas.

*Advanced Placement option

EXPERIMENTAL PHOTOGRAPHY (SECOND SEMESTER) This photography class enjoys the breadth of the potential of photography for creative expression. Students learn processes such as hand coloring, toning, solarization, double exposure, infrared photography, polarcolor transfer, cyanotype, and Van Dyke Brown. Students draw from past photography work to determine which processes best suit the communication of their individual vision. Prerequisite: Photo I

FILMMAKING
COURSES

INTRODUCTION TO FILMMAKING (OFFERED BOTH SEMESTERS) In this introductory course, students will learn to translate their vision to the screen and get a taste of what it takes to bring a feature-length film to completion. The class is based around exercises designed to break down the different elements of film, such as composition, cinematography, acting, directing, sound, and editing. Students will complete a two to six minute short film as their final project, working either individually or as a team. There is a \$125 fee attached to this course.

ADVANCED FILMMAKING (OFFERED BOTH SEMESTERS) This course is designed for students who have either completed Introduction to Filmmaking or have previous filmmaking experience. Students will take their work to the next level by making a series of short films on various topics, culminating in a longer and more involved final project. Students may use this course to work on projects to send to festivals or add to a director's reel. There is a \$125 fee attached to this course.

Performing Arts

THEATRE
COURSES

ACTING (OFFERED BOTH SEMESTERS) This course for all interested students provides an exploration of a basic acting philosophy. Instruction is augmented by acting and improvisation exercises; scenes and monologues; and a final scene that allows the student to apply the various strategies learned throughout the course.

DEVISING THEATRE (SECOND SEMESTER) This is a class devoted to the act of creation. Through the use of set, sound, costume, props, and acting, the student is responsible for developing three distinct presentations. Students are encouraged to embrace all elements of theatrical presentation in composing their various projects. Prerequisites: Acting or permission of instructor.

THEATRE STUDIES (SECOND SEMESTER) This is a course that can take on many different forms. Areas of study may include Acting, Scene Study, Directing, Shakespearean Acting, Devising Theatre, Auditioning, Theatre History, or Technical Theatre. These courses are open to all interested students.

IMPROVISATION (SECOND SEMESTER) Through a series of games, exercises, and activities, this class will provide an introduction to the art of Improv. This course is open to all students and will allow them to develop skills that will help them to think on their feet. Students will learn how to positively and productively tell stories to an audience without the benefit of a script.

ACTING IN COMEDY (FIRST SEMESTER) This class will introduce students to the specific art of creating comedy on stage. Through a series of scene studies and play studies, the students will learn certain techniques that are “funny.” They will then learn to incorporate some of those techniques into a performance.

DANCE
COURSES

DANCE TECHNIQUE I (OFFERED BOTH SEMESTERS) This course is designed to develop the technical ability of the beginning dance student. Students will be introduced to various dance styles and will concentrate on ballet, modern, jazz, and hip-hop. The basic concepts of proper body alignment and spatial awareness will be the main focus of the course.

DANCE TECHNIQUE II (OFFERED BOTH SEMESTERS) This course is designed to continue the technical development of the dance student by increasing his or her movement vocabulary and through the introduction of self-corrections skills. The course will offer an in-depth study of one of the following dance disciplines: ballet, modern, jazz, or hip-hop. Students will also begin to explore choreographic principles. A basic dance history component is included in this course. Prerequisite: Dance Technique I or Dance Training for Athletes, or with prior dance experience by permission of the instructor.

DANCE TECHNIQUE III (FULL-YEAR COURSE) This course is designed to further the development of the serious dance student by focusing on musicality and artistry. The course emphasizes ballet and modern technique but also incorporates jazz and hip-hop. The curriculum concentrates on choreographic principles, basic anatomy, composition, performance skills, and dance history. Prerequisites: Dance Technique I and Dance Technique II, or with prior dance experience by permission of the instructor.

DANCE TRAINING FOR ATHLETES (OFFERED BOTH SEMESTERS) This course is designed to enhance the performance of the serious athlete. Dance training has been proven to benefit athletes by using turnout to rotate the legs from the hips and to strengthen small, injury susceptible muscles. The course is an introduction to dance movement and vocabulary and will concentrate mostly in ballet technique. A strong focus will be placed on body alignment, flexibility, strength training, spatial awareness, balance, and coordination. The class format will include barre work, stretch and strengthening exercises, center work, and movement combinations across the floor. Other forms of dance will be introduced as their skill sets relate to athletic concepts.

MUSIC
COURSES

BEGINNING GUITAR I (FIRST SEMESTER) This class will develop beginning guitar and ensemble techniques through daily practice and rehearsal. In addition to ensemble skills, students will develop the notational and theoretical concepts of music essential to performing within a group. Reading standard musical notation will be essential to covering this material; however, no prior reading experience is required.

BEGINNING GUITAR II (SECOND SEMESTER) Continuing to develop upon previous ensemble, notational, and theoretical concepts, Guitar II finds students ready to apply their knowledge to actual classical guitar repertoire. Guitar II students will choose from selected works from the masters such as Fernando Sor, Andres Segovia, Francisco Tarrega, and more. There will be the opportunity for performance.

MAKING MUSIC WITH MIDI (FIRST SEMESTER) Students will learn the history and application of the Musical Instrument Digital Interface system. They will learn instrumental techniques, compositional techniques and theory, and will create a portfolio of finished work as the final project. This class serves as an introduction to working with a full-on audio sequencer.

AUDIO PRODUCTION (SECOND SEMESTER) Students will become familiar with digital audio workstations, including a 32-channel tactile mixing console and professional audio sequencers, such as industry standard Sonar and Cue base. Students will learn microphone application, placement, and technique. Students will also learn mixing, eq methodology, and mastering, and will take with them a finished and packaged CD as a final project. Prerequisite: Making Music with MIDI

CONTEMPORARY INSTRUMENTAL STAGE ENSEMBLE (OFFERED BOTH SEMESTERS BY PERMISSION OF INSTRUCTOR) This class will develop ensemble techniques through daily practice and rehearsal. In addition to ensemble skills, students will develop the notational and theoretical concepts of music essential to learning and

performing within a group. We will cover the many forms and genres of popular music from the twentieth century, as well as classical repertoire. All instruments are welcome.

JAZZ BAND (OFFERED BOTH SEMESTERS BY AUDITION) Jazz Band is a limited enrollment class dedicated to the learning and performing of jazz compositions in a small ensemble. Enrollment is limited to one bassist, drummer, pianist, and guitarist plus three or four brass and/or woodwind players. A vibist, cellist, and/or violinist would also be considered. This course is open to advanced players only and all students interested in participating must audition. We will cover a variety of styles within the jazz idiom, including Brazilian and Latin jazz as well as fusion, funk, and modern progressive jazz.

CONCERT BAND (OFFERED BOTH SEMESTERS) This class varies from the typical high school concert band only in that it is also open to players of non-traditional concert band instruments (guitar, bass, accordion etc). If we do not have a part for you, we will write one. The repertoire will consist of everything from Sousa marches to Big Band jazz. Beginner and Intermediate Introduction to Band classes may be prerequisites for this class, depending on the student's instrumental skills.

CHORUS (OFFERED BOTH SEMESTERS) Chorus is designed for anyone who loves to sing. Repertory includes standard choral works supplemented by pop and jazz arrangements. Daily sight-reading and rhythm exercises are required. This is a performance-oriented course.

BEGINNING PIANO I, II (OFFERED BOTH SEMESTERS) This one-semester course focuses on the technique of playing the piano, and learning to read piano music. Students will follow an approved text with supplemental material provided. In-class performances are required, along with written assignments. Beginning Piano II is a continuation of Beginning Piano I. Greater emphasis will be on speed and accuracy of playing and sight-reading.

MUSIC THEORY (OFFERED BOTH SEMESTERS) This one-semester, intermediate-level course will explore the language that allows us to write and understand music. Prior skill on an instrument is helpful, but not required. Topics include but are not limited to major and minor scales, building chords, understanding rhythm, and basic composition and instrumentation.

World Language

The World Languages Department has two divisions: Classical and Modern. We offer Latin within the first division and Chinese, French, and Spanish within the second. Our curriculum is designed to develop competencies related to language and life. The Latin program emphasizes the study of language itself through the study of words and their relationship to one another in the sentence. Students who choose Latin will master principles of grammar and vocabulary, and improve their English skills. The Chinese courses are at a conversational level. The French and Spanish programs focus in the early levels on skills related to functioning in the Hispanic and Francophone worlds. These skills are language-based and include cultural competencies. Students who continue beyond the first two years will learn to read and appreciate great works of literature and film. Our methodology is multi-modal. We use authentic materials whenever possible and employ video, audio, adventure lessons, cooperative activities, and many other techniques to create a fun and effective learning environment. Courses are yearlong.

REQUIREMENT: Two full-year credits of one language are needed for graduation. Three credits are recommended.

Classical Languages

LATIN
COURSES

LATIN I Upon completion of Latin I, students will have attained a sound knowledge of basic Latin declensions and conjugations, syntax, and vocabulary, and will be able to read and translate Latin sentences and short passages. Students will develop a broader English vocabulary and a greater understanding of English grammar and syntax.

LATIN II Upon successful completion of Latin II, students will have mastered the more difficult concepts in Latin grammar, syntax, and forms (such as the passive voice, the participles, and deponent verbs), and will have built up an extensive Latin vocabulary. The reading of Latin passages facilitates the memorization of Latin vocabulary and of Latin forms. Additional time will be spent on relating Latin to English grammar and Latin prefixes, roots, and suffices to English vocabulary.

LATIN III Upon successful completion of Latin III, students will have mastered the forms and uses of the subjunctive mood, the ablative absolute, and the more complex subordinate constructions. They will have acquired a confidence and facility in using the Latin dictionary to look up complex information (such as the principal parts of verbs) and the gloss (or explanatory notes) that accompany Latin passages in the original. They will have translated works by Caesar and Cicero, studied the style, tone, and content of these works, and discussed their enduring significance and relevance in today's world.

LATIN IV HONORS Upon successful completion of Latin IV Honors, students will have a sound understanding of Latin grammar and a large vocabulary used in both prose and poetry. Students will have mastered using the Latin dictionary to look up complex information (such as the principal parts of verbs) and the gloss (or explanatory notes) that accompany Latin passages in the original. In Latin IV, students will read Virgil and Catullus, and each student will have the option of taking the Advanced Placement exam at the end of the spring term.

LATIN V HONORS Upon their completion of Latin V honors, students will have the ability to identify the themes and significance of selected excerpts from Catullus and Ovid to identify and analyze the authors' modes of expression, including their use of imagery, figures of speech, and metrical effects (in poetry only), as seen in specific passages. Students will write essays and commentaries focusing on not only the above, but also meter, syntax, grammar, and vocabulary.

Modern Languages

FRENCH AND SPANISH COURSES

LEVEL I - FRENCH AND SPANISH Upon successfully completing the introductory course, students will use basic writing, reading, listening, and speaking skills. They will speak using vocabulary focusing on basic objects, places, and most common kinship terms. They will listen and comprehend words and phrases from simple questions, statements, and high frequency commands. They will read for instructional and directional purposes, phrases, or expressions, such as some items on menus, schedules, maps, and signs. They will be able to write simple, fixed expressions with limited memorized material, such as names, numbers, dates, own nationality, and other autobiographical information.

TRANSITIONAL SPANISH This course is designed to reinforce and build upon the skills and content presented in Spanish I. It should serve as a transition to Spanish Level II for those students who display sufficient aptitude.

LEVEL II - FRENCH AND SPANISH Upon successfully completing the second year course, students will demonstrate increased fluency and control of vocabulary within the same basic topics covered in the first-year course. Students will be able to ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner with much linguistic inaccuracy. They will be able to understand the main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs, which they will then communicate through writing.

LEVEL II HONORS - SPANISH ONLY Upon successfully completing the second-year honors course, students will demonstrate increased fluency and control of vocabulary within the same basic topics covered in the first-year course. In contrast to the Level II standard course, the honors course will move more rapidly and address more subtle and complex communicative functions. Students will be able to ask and answer questions, initiate and respond to simple statements, and maintain face-to-face conversation, although in a highly restricted manner with much linguistic inaccuracy. They will be able to understand the main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs, which they will then communicate through writing.

LEVEL III - FRENCH AND SPANISH Upon successfully completing their required two years of studying the same second language, students will continue to develop their abilities. By the end of Level III, students will be able to successfully handle a variety of uncomplicated, basic, and communicative tasks in social situations. They will be able to speak simply about self and family members, ask and answer questions, and participate in simple conversations on topics beyond the most immediate needs. Utterance length increases slightly, but speech may continue to be characterized by frequent, long pauses. Students will be able to read consistently and with increased understanding simple, connected texts dealing with a variety of basic social needs. They will be able to express present time and at least one other time frame or aspect consistently, e.g., non-past, habitual, or imperfective; demonstrating control of the syntax of non-complex sentences.

LEVEL III HONORS - SPANISH ONLY Upon successfully completing their required two years of studying the same second language course, students will continue to further develop their abilities. In contrast to the Level III standard course, the honors course will move more rapidly and address more subtle and complex communicative functions. By the end of Level III, students will be able to handle successfully a variety of uncomplicated, basic, and communicative tasks and social situations. They will be able

to talk simply about self and family members, ask and answer questions, and participate in simple conversation on topics beyond the most immediate needs. Utterance length increases slightly but speech may continue to be characterized by frequent long pauses. Students will be able to read consistently and with increased understanding of simple, connected texts dealing with a variety of basic social needs. They will be able to express present time and at least one other time frame or aspect consistently e.g., non-past, habitual, or imperfective; demonstrating control of the syntax of non-complex sentences.

LEVEL IV / V HONORS - FRENCH AND SPANISH Students enrolled in IV / V Honors have demonstrated significant proficiency in Level III (or Level IV Honors for those enrolled in V Honors). Some students will be encouraged to take the SAT II Spanish Subject Test and/or the AP Spanish Language exam. Upon successful completion of IV/V Honors students will be able to satisfy the requirements of everyday situations encountered at school and work. They will be able to handle with confidence, but not with facility, complicated tasks in social situations such as elaborating, complaining, and apologizing. Comprehension may be uneven; however, they will be able to understand main ideas and most details of connected discourse. Students will be able to read longer prose and understand the main ideas and facts but may miss some details. Students will be able to write routine social correspondence and join sentences in a discourse of at least several paragraphs in length on familiar topics. They should make few errors in punctuation, spelling, or non-alphabetic symbols.

CHINESE COURSES

CONVERSATIONAL CHINESE FOR BEGINNERS This course is designed to teach real life and daily usage of the official Chinese language spoken in the People's Republic of China, basic Chinese writing techniques, and Chinese culture. Upon the completion of this course, the students will be able to carry on short conversations in Mandarin with a native of China and write short statements in Simplified Chinese. Utilizing advanced e-learning technologies; students will also learn Chinese culture, Chinese paper crafts, brush painting, and Chinese children's songs and games. Students will also learn the phonetic system and how to pronounce Chinese characters with correct tones.

Academic Life

Academic Life

The New Hampton School year is divided into two semesters: first semester extends from mid-September until the holiday break and second semester extends from early January until late May. Grade reports are sent home at both the midpoint and end of the semester. These reports include the grade earned in each subject, effort grade, comments by the instructor, and the grade-point average. Freshmen and sophomores must take six classes, while juniors, seniors, and postgraduates must take a minimum of five classes during each semester. Advanced Placement, Honors, Standard College Preparatory, and Academic Support level courses are offered in some classes within some disciplines, so that the skill and interest level of each student can be met.

ATTENDANCE The New Hampton School yearly calendar and daily class schedule are carefully created to support our rigorous college preparatory program. The school sets a firm and clear expectation that students will fully participate in our programs as scheduled. Students are expected to carefully adhere to published dates and departure times when scheduling their time away from school. Class absences carry disciplinary and academic consequences.

Students are expected to attend 90 percent of their obligations in any given course or activity to receive credit. A warning and limit will be issued to a student missing too many obligations, whether they are excused or unexcused. If not compliant in improving their attendance record, the student may fail.

Absences that are part of the NHS program and/or deemed worthy of educational merit by the director of studies do not count against the student's attendance record.

ACADEMIC PROGRAM
REQUIREMENTS FOR
GRADUATION

The academic requirements are designed to ensure the proper distribution of courses for college-bound students while allowing considerable freedom of choice. The minimum specific course requirements for graduation are:

- ENGLISH:** Four credits
- HISTORY:** Three credits including U.S. History and senior-level history
- SCIENCE:** Three credits of lab science including biology and physics or chemistry
- LANGUAGE:** Two credits of one language (three recommended)
- MATHEMATICS:** Three credits (Algebra I, Geometry, Algebra II minimally)
- ARTS:** One credit
- ELECTIVES:** Two credits
- HEALTH:** One-half credit (for four-year students of New Hampton School)

SAMPLE
ACADEMIC
SCHEDULES

The degree of freedom students have in selecting courses varies with their grade placement and particular academic needs. Freshmen and sophomores are generally more restricted in their choices than the upperclassmen who may have special interests in art, science, history—or even additional review in English or math. New Hampton School, while insisting upon a core of courses, does allow a variety of ways for students to develop their own academic programs. The following are a few examples of how students organize their programs:

- FRESHMAN

 - English Level I
 - Comparative World Cultures
 - Algebra I
 - Conceptual Physics
 - Foreign Lang. Level I
 - Arts Foundation
- JUNIOR

 - English Level III
 - U.S. History
 - Algebra II
 - Chemistry
 - Foreign Lang. Level III
 - Visual or Performing Arts Elective
- SOPHOMORE

 - English Level II
 - Modern European History
 - Geometry
 - Biology
 - Foreign Lang. Level II
- SENIOR/POSTGRADUATE

 - Eng. Level IV/Eng. Level V
 - Senior-level history
 - Advanced Level Math
 - Advanced Level Science
 - Foreign Language or an elective
 - Visual or Performing Arts elective
 - Health

COURSE
OFFERINGS

**ACADEMIC SUPPORT
PROGRAM**

(full-year courses)
Individual Academic Support I,
II, III, IV/V
Group Academic Support
English I ASP
English II ASP
English III ASP
U.S. History ASP
Advanced Reading I
Advanced Reading II
Advanced Reading III
Advanced Reading IV
International English Support

ENGLISH

(full-year courses)
English I ASP
English I
English I Honors
English II ASP
English II
English II Honors
English III ASP
English III
English III Honors
English IV
AP English Language
and Composition
AP English Literature
and Composition
English V
International Literature

**HISTORY AND
SOCIAL SCIENCES**

(full-year courses)
Comparative World Cultures
Comparative World Cultures Honors
Modern European History
Modern European History Honors
AP European History
United States History
AP United States History
Issues in Modern History I, II
American Culture
History of the British Empire
(semester course)

MATHEMATICS

(full-year courses)

Algebra I
Algebra I Honors
Geometry ASP
Geometry
Geometry Honors
Algebra II ASP
Algebra II
Algebra II Honors
Advanced Mathematics I
Advanced Mathematics II
Statistics
Precalculus Honors
Calculus Honors
AP Calculus AB
AP Calculus BC
Math IV
Introduction to Game Programming
(first semester)
Web Programming
(second semester)
Innovative Learning Technology
(semester course)

SCIENCE

(full-year courses)
Conceptual Physics
Conceptual Physics Honors
Biology
Biology Honors
Advanced Biology Honors
Chemistry
Chemistry Honors
Advanced Chemistry Honors
Anatomy and Physiology Honors
Physics
Physics Honors
AP Physics
Ecology
Geology
Psychology
Sports Medicine
Health (semester course)

**VISUAL AND
PERFORMING ARTS**

VISUAL ARTS

(one semester unless
otherwise noted)
2D Design
3D Design
Environmental Art

Intermediate/Advanced Portfolio
Graphic Design
Photo I, II, III
AP Photography (full year)
Introduction to Film
Advanced Filmmaking

PERFORMING ARTS

(one semester unless
otherwise noted)
Acting
Acting in Comedy
Improvisation
Dance Technique I, II
Dance Technique III (full year)
Dance Training for Athletes
Making Music with MIDI
Audio Production
Contemporary Instrumental
Stage Ensemble
Music Theory
Chorus
Beginning Piano I, II
Beginning Guitar I, II
Concert Band
Jazz Band

WORLD LANGUAGES

(full-year courses)
French I
French II
French III
Advanced French Honors
Spanish I
Transitional Spanish
(with permission)
Spanish II
Spanish II Honors
Spanish III
Spanish III Honors
Spanish IV Honors
Spanish V Honors
Latin I
Latin II
Latin III
Latin IV Honors
Latin V Honors

DIPLOMAS Students who have completed the twelfth grade, achieved the eighteen and one-half necessary credits, successfully met the co-curricular and community service requirements, passed all courses in the second semester of their senior year, participated in all commencement week activities, and maintained an average of 1.67 or better are eligible for diplomas. In awarding a diploma, the faculty considers not only the academic and other objective requirements, but also the student's attitude toward their studies, their citizenship, and their interest in and contribution to the school community. Postgraduate students who have completed full-year courses in English and senior-level history, satisfied New Hampton School's course distribution, co-curricular, and community service requirements (Service Learning Project), passed all courses in the spring semester, participated in all commencement week activities, maintained a cumulative grade point average of at least 1.67, and earned at least five academic credits during the postgraduate year are eligible for diplomas. Postgraduate students who have not satisfied New Hampton School's course distribution or do not participate in commencement exercises will be awarded a certificate of attendance in place of a diploma.

SECOND SEMESTER FINAL EXAM POLICY FOR GRADUATING STUDENTS: Members of the graduating class in good standing are eligible for consideration for exemption from second semester final exams. The following criteria must be met: no unexcused class absences (from any class) during the second semester; 90 percent average or better in each individual class for the second semester; has received a Pass for SLP.

**PROMOTION AND
GRADUATION
REQUIREMENTS**

CO-CURRICULAR REQUIREMENTS New Hampton School believes that a regular program of physical activity and extracurricular activity is an integral part of a well-rounded education. New Hampton School offers an appropriate level of instruction in team sports and extracurricular programs to all students so that they may discover in themselves, and in association with their peers, the enjoyment and challenge of athletic endeavors and other activities. NHS students participate in a co-curricular program every season. Two of the activities must be fitness-oriented and one of the two must be an interscholastic/team program. The third activity can be any other program offered by the school. Co-curricular programs are overseen by the athletic director. Students who do not complete their co-curricular commitment will not be promoted to the next grade level and will not be eligible for a diploma at the end of their senior year.

COMMUNITY SERVICE REQUIREMENTS At New Hampton School, we believe that engaging our students in community service experiences can cultivate a sense of civic virtue; our students learn about responsibilities that are inherent to citizenship in a democratic society. Because we recognize the value of instilling in students the feeling that they are part of a wider community, all community members will be expected to give of their time in some way to life in or outside of New Hampton throughout the academic

year. Students will develop new relationships, gain important experiences from helping others, and draw upon or discover unused talents. Service projects, coordinated and endorsed by the director of service learning, are wide-ranging and accommodate varied student interests. Eight Saturday mornings throughout the fall and spring are devoted to school-wide service efforts. Participation in this Saturday program is a requirement for all freshmen, sophomores, and juniors, and it will be recorded on each student's official record as "pass" or "fail." Students who do not complete their community service commitment will not be promoted to the next grade level and will not be eligible for a diploma at the end of their senior year.

SERVICE LEARNING PROJECT REQUIREMENTS Seniors and postgraduates will embark on a different kind of citizen action—the Service Learning Project (SLP). It is an opportunity to engage in meaningful, self-designed service in which they meet authentic community needs through creative civic action. Seniors and postgraduates* will experience real community issues, problem solving, active communication, and career opportunities. Students will choose between two basic options: Option A (serving over the summer in their home community) or Option B (taking on a leadership role for the NHS campus during the junior second semester or senior first semester). Either option requires thirty hours of service to one nonprofit organization and the completion of the SLP Log. The SLP Log will be submitted to the student's advisor for Option A, and a Pass/Fail grade and comment will be posted the report card for the first semester. For Option B, students will submit the log to the faculty sponsor of the leadership position, and students will receive a Pass/Fail grade and a comment at the mid-semester and/or end-of-semester report card in the semester in which the project is being completed. Students may receive Honors for performing forty hours or more and submitting a visual project (no posters). Postgraduates/one-year seniors have the option of extending their home service into the March break or choosing to serve with the underclassmen on all eight Community Service Saturdays.

COURSE ADD/DROP POLICY	During the first two weeks of the first semester, students (with the permission of their advisor, current teacher, and the director of studies) may change full-year courses without penalty. Students may also change full-year courses for the second semester during the last week of the first semester. Students may not change full-year courses after this time. The Add/Drop period for semester-long course occurs during the first week of each semester. Students may not change semester-long courses after this time.
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ADVANCED PLACEMENT COURSE PROTOCOLS	AP courses provide demanding intellectual opportunities for students to exhibit their understanding of content comparable to that presented in the college or university classroom. AP course syllabi are audited and approved by the College Board to ensure their integrity and rigor. Students who take AP courses recognize the rigor these courses
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demand and will have a greater amount of homework as well as the potential for work during vacation periods. Students in AP courses with AP designation are required to take the AP exam. Please see the registrar for assistance with this process. Students in AP courses will continue with enriching course work following the taking of the content specific AP exam, but might be exempt from a final exam at the instructor's discretion. (An \$85 fee will be charged to the student's debit account upon enrollment to cover the cost of each AP exam.)

ALTERNATIVE COURSE OPTIONS

PASS-FAIL COURSES A senior may elect to take one course pass-fail, provided that it is not required for graduation. The pass-fail designation is meant to encourage students to pursue a course of interest and to relieve them of the burden of worrying about a grade. The pass-fail option is designed to foster intellectual curiosity, not to enable students to manipulate their grade point averages. English support students may take any course pass-fail during their first semester at New Hampton School with teacher permission.

STUDENT INTERNS Selected students may act as assistants to faculty members. Internships involve reading papers, conducting classes, and helping in general with the presentation of the course. The student is graded on a pass-fail basis and receives one academic credit. Students are not allowed to intern in place of an academic course. Permission of the instructor is required.

INDEPENDENT STUDY A student who desires a course of study that NHS does not currently offer is encouraged to identify an interested faculty advisor and submit an Independent Study (IS) proposal to the director of studies. The IS proposal form is available in the Academic Office. The word-processed proposal must contain the elements of a course syllabus: a statement of the purpose and goals of the course; a weekly syllabus; the chosen methods of assessment of student learning; and the grading procedures. The director of studies approves IS proposals, monitors the progress of IS courses, and issues academic credit for approved IS proposals followed to completion.

GRADING SYSTEM	A	100 - 93.0	A-	92.9 - 90.0	B+	89.9 - 87.0
	B	86.9 - 83.0	B-	82.9 - 80.0	C+	79.9 - 77.0
	C	76.9 - 73.0	C-	72.9 - 70.0	D+	69.9 - 67.0
	D	66.9 - 63.0	D-	62.9 - 60.0	F	59.9 - 0.0
	P = Pass INC = Incomplete F = Fail					
GRADE POINT AVERAGE SCALE	A	4.00	A-	3.67	B+	3.33
	B	3.00	B-	2.67	C+	2.33
	C	2.00	C-	1.67	D+	1.33
	D	1.00	D-	0.67	F	0.00
	P = Pass INC = Incomplete F = Fail					

An incomplete is given only in the event that sickness or emergency prevents a student from taking a final examination.

Example for determining grade point average:

English	C+	2.33
Algebra	B-	2.67
Physics	C	2.00
French	A-	3.67
History	C-	<u>1.67</u> =
$12.34 \div 5 = 2.47$		

WEIGHTED COURSES Additional weight is given to Honors and Advanced Placement courses. In calculating New Hampton School courses, Honors courses are weighted .25 per semester, and AP courses are weighted .5 per semester. These weights are not used in the determination of Honor Roll status.

VALEDICTORIAN AND SALUTATORIAN New Hampton School does not rank students. However, we do celebrate the valedictorian and salutatorian during commencement exercises. These ranking scholars' weighted grade point averages are determined by their strength of schedule and academic performance during their high school careers, through the first semester of their senior years. In calculating New Hampton School courses, Honors courses are weighted .25 per semester, and AP courses are weighted .5 per semester. Any course load exceeding five classes per semester is awarded .5. The weighted grade point average is calculated to the hundredth decimal point.

HONOR ROLL The Honor Roll commends those students who model and inspire a quality work ethic in our community of learners. Academic leaders demonstrate excellence in Grade Point Average, Academic Effort, and consistency in meeting course obligations. Students achieving a Grade Point Average (GPA) between a 3.00 and 3.49 with no individual grade below a C-, an effort average of 3.00 or better, and no more than one unexcused class absence during the semester, will receive Honor Roll recognition upon completion of the first and second semester. Students achieving a Grade Point Average (GPA) of 3.50 or higher, with no individual grade below a B-, an effort average of 3.00 or better, and no more than one unexcused class absence during the semester, will receive High Honor Roll recognition upon completion of the first and second semester. Students placed on probation through the Dean's Office forfeit their opportunity to be on the Honor Roll until probationary status has been lifted.

ACADEMIC PROBATION Students will be placed on Academic Probation for earning one failing grade, earning a grade-point average below 1.67, or receiving an effort grade average of less than 2.80. The parents of students on academic probation will receive periodic academic progress reports. At the conclusion of the academic year, the faculty will meet to

discuss students who have not succeeded academically and determine an appropriate course of action. Strategies that we will consider include academic support, repeating course work, enrollment in a summer program approved by the school, or separation from New Hampton School.

CUM LAUDE SOCIETY The society's objective is to recognize academic excellence in secondary schools, while simultaneously encouraging qualities of excellence, justice, and honor. To be eligible for nomination to the New Hampton School chapter, a student must have maintained at least a B average and must be in the top 10 percent of the senior class or 5 percent of the junior class. Other considerations are standardized test scores, the number and difficulty of the courses taken, and an indication that he or she is genuinely intellectually curious and not merely seeking good grades. New members are usually inducted in the spring.

WITHDRAWAL FROM NEW HAMPTON SCHOOL Students who withdraw prior to the completion of the school year, regardless of the circumstances, are no longer considered enrolled students of New Hampton School. A withdrawn student's official academic transcript will document the date of withdrawal and the grades and credits earned through that date. Students will not be permitted to complete coursework for further academic credit. Questions and concerns surrounding this issue should be addressed to the director of studies.

ACADEMIC INTEGRITY Academic honesty is a celebrated and crucial virtue at New Hampton School. In the classroom and school-wide setting, all individuals—teachers and students—are expected to exhibit the highest standards of academic integrity. All of us have a collective and common pool of information and ideas that we know or to which we have been exposed. However, we all need to be careful to give credit to all work and ideas that are not our own original thoughts. This includes documenting sources of graphs, charts, photos, words, and ideas. Additionally, when doing projects, tests, quizzes, and homework, the work that we submit must be our own thoughts, ideas, and efforts. To fulfill the mission of the New Hampton School, we must hold honesty at the forefront of all we do. As members of this school community, students must do their own work. With this in mind, faculty help students develop appropriate, growth oriented, scholarly habits during their experience here.

Any compromise of academic honesty (whether it involves copying a homework assignment, cheating on a test, or plagiarizing a research paper) is treated seriously by the faculty and administration.

The following descriptions explain how New Hampton School defines plagiarism, which is a confusing concept for most high school students. Students are responsible for understanding these descriptions.

- 1. DIRECT COPYING** Submitting for credit work copied directly from another student or from any source whatsoever that is not properly referenced by footnote or bibliography, or reference in the paper itself that is not properly enclosed in quotation marks.
- 2. PATCHWORK PLAGIARISM** Submitting as original a work in which phrases and sentences are copied from source material without acknowledgment or quotation marks. Rearranging phrases and sentences from outside sources does not constitute originality and is therefore a form of plagiarism.
- 3. UNACKNOWLEDGED PARAPHRASING** Restating another person's ideas, interpretation, or facts without acknowledgment.
- 4. INDIRECT (SECONDARY) SOURCES** The use of indirect sources is discouraged. Students should seek original (primary) sources in their research. When the original source is unavailable, students must cite both the original and indirect sources in their reference, i.e. if the Declaration of Independence appears in a textbook then both the declaration and the text should be cited.

Online (Internet) resources represent an amazing wealth of information. Direct copying, patchwork plagiarism, unacknowledged paraphrasing, and improper citing of direct or indirect online resources is academically dishonest.

ACADEMIC DISHONESTY POLICY

LEVEL I ACADEMIC DISHONESTY: a student submits daily work or work in progress that is not his/her own.

HOMEWORK: Students must use their own words/expressions. When students use a text it should be cited and quotes should be placed around any phrases directly taken from the text. Students working together must not turn in identical work. Students must not copy or give their homework to others.

LEVEL II ACADEMIC DISHONESTY: a student submits work that is not his/her own on a quiz, test, final exam, project, PowerPoint, poster board, research paper, lab report, or any assignment that the student worked on for more than two nights. Any repeat of a Level I infraction is a Level II offense. Level II academic dishonesty is a Major School Rule violation.

QUIZZES/TESTS/FINALS: All forms of in-class assessment (quizzes, tests, finals) must represent the student's own work during the time allotted for the assessment. Students must not copy from another student or bring in any information (i.e. note sheets, etc.) or use any electronic device not previously authorized by the teacher.

PROJECTS/POWERPOINTS/POSTER BOARDS: All forms of project presentations must be accurately cited and represent the work of the student/students.

RESEARCH PAPERS: All research papers must accurately document any information included that was not previously known to the student, or is not

considered common knowledge. Students must use MLA documentation to cite all quotes and/or information paraphrased from another source.

CONSEQUENCES

LEVEL I The student(s) will receive a zero on the assignment and the Academic Office will document it.

LEVEL II Each student will have a meeting with his/her advisor, teacher, department head, and the director of studies. Following the meeting, the student will be placed on Level II probation through the Dean of School Life's Office (see School Life handbook). If the student is found in violation of another major school rule, that student should expect a Judicial Board hearing.

COMMUNICATION Teachers report incidents of academic dishonesty in writing to the Academic Life Office. Level II offenses will be communicated through an e-mail to the employee conference by the director of studies. A letter will be sent to families of student(s) and copied to the advisor(s).

SUMMER SCHOOL New Hampton School prefers that our students complete their graduation requirements with our faculty during our academic year. We acknowledge that certain circumstances may require students to complete coursework over the summer. Students who feel the need to take summer courses should contact the director of studies. There are two methods by which a student can receive academic credit for summer coursework.

METHOD 1 Summer School credit may be obtained by attending and successfully completing a course of study at an accredited Summer School. Before attending the Summer School, check with the Academic Office to obtain permission. After completing the course of study, have all transcripts sent to the Academic Office.

METHOD 2 The student may use a private tutor. The tutor will obtain a copy of the New Hampton School syllabus for the course from the Academic Office. The tutor will create (and grade) all of the assignments and tests to assess the student's performance. At the end of the course, the tutor will obtain and administer a copy of the New Hampton School final exam given for that course.

Upon completion of the course, the tutor will send New Hampton School: (1) all graded coursework—assignments and tests; (2) the ungraded copy of the final exam, to be graded by New Hampton School faculty; (3) an average grade on all assignments and tests. Academic credit and the final course grade are issued by New Hampton School; the final course grade is determined in the following way: 70 percent (tutor's grade) plus 30 percent (final exam grade).

SUMMER READING New Hampton School believes independent reading is essential to a student's academic promise. Reading books together, discussing what we read, and nourishing our interests through choices in reading materials unites the experience of New Hampton School parents, students, and faculty.

NEW HAMPTON SCHOOL SUMMER READING SELECTION 2008 *A Stranger in the Kingdom* by Howard Frank Mosher is the New Hampton School 2008 summer reading text. Set in rural, northern Vermont during the 1950s, narrator James Kinneson relates the history and pastoral beauty of Kingdom County, his boyhood home, and the town's decision to hire its first black minister. Howard Mosher describes the characteristics of New England, the joys and struggles of the times, and the hopes of a better humanity.

With this selection New Hampton School also announces the theme of "acceptance" as the central precept to be explored during the 2008-09 academic year. While Mosher's novel offers opportunities to investigate such topics as ethnicity, socio-economic background, nationalism, education, politics, and landscape, NHS will make use of community and dormitory meetings as well as academic class time to pursue discussions of acceptance to support the wider school curricula. To help celebrate the reading of *A Stranger in the Kingdom*, Howard Mosher will be the keynote speaker at Convocation on September 7, 2008.

Experiential Learning

A student at New Hampton School will progress through an arc of adventure-based learning opportunities. The purpose of these activities is to provide authentic learning experiences in a setting different from the traditional classroom. Students will expand their emotional and intellectual horizons while learning respect and responsibility.

SOPHOMORE COOPERATIVE LEARNING EXPEDITION

The Sophomore Cooperative Learning Expedition is a five-day backpacking trip in New Hampshire's beautiful White Mountains. This expedition allows sophomores to develop mastery of cooperative learning skills including communication, leadership, group decision-making, and conflict resolution. While working on these skills, students travel, cook, camp, and live together. *All sophomores are required to participate in this program.*

JUNIOR URBAN ADVENTURE

The Junior Urban Adventure is a three-day learning expedition to Boston, Massachusetts. Each student will intensively study an area of interest in a small group led by a faculty member. Topic areas offered in the past have included fine art, music, the ocean, food, and civil rights. Each student will be in a topic group with up to eight other students. Students formulate their own thesis statement or question, which they will seek to answer or address while visiting museums, galleries, concerts, buildings, places, or experiences that relate to their topic area. After the trip to Boston students present their findings at a school-wide portfolio fair. *All juniors are required to participate in this program and will receive a pass/fail grade following successful completion.*

BURLEIGH MOUNTAIN TEAM-BUILDING

As the school year begins, dorm groups, athletic teams, and co-curricular groups are getting to know each other. Many students and staff recognize that a fun and effective way to jump-start this process is with a team-building program. Meeting afternoons and evenings in the fall, groups will take a problem-solving challenge or test their teamwork on the school's low ropes course. Groups wishing to take their effectiveness to the next level can do so on the fifty-foot alpine tower high ropes course. Students report learning more about one another in a relaxed, fun atmosphere and understanding more about how they function in a team. Dorm parents and coaches can schedule team-building events any time during the fall term.

English Support

The acquisition of the English language is a complex and lengthy process involving the learning of both everyday conversational English and academic English of the classroom. International students arrive at New Hampton with a basic English competency but often require additional English Support (ES) classes. These classes not only develop students' reading, writing, speaking (pronunciation), and listening skills but also help them to understand the new culture in which they are living. At the same time students are taking one or more ES classes, they are also taking mainstream courses such as science and math as well as art electives. The English Support Program works with mainstream teachers, dorm parents, and coaches to provide extra support for international students.

While international students are learning English in every aspect of their daily tasks and activities from dorm life to their classes, sports, community service, and other extracurricular participation, the ES Program provides them with extra personnel and time to ask questions, share concerns, or simply relax in a comfortable environment. ES courses are found in respective academic disciplines: English, History and Social Sciences, as well as ASP.

Additionally, international students are provided assistance with I-20 and visa acquisition and transfer, travel plans, TOEFL registration, storage of personal items during vacation, International Night preparation, and many other specific needs to ensure that they are comfortable calling New Hampton School their American home.

Levels of Academic Functioning

Respectful and Responsible Academic Habits	Attendance, Preparedness, and Attitude	Healthy Habits of Learning	Demonstration of Learning	Intellectual Work Ethic	Role In Work Group
5 LEADING ...involves always modeling and coaching a commitment to...	arriving on time with materials 100% of the time, functioning with intensity and stamina and advancing the goals of the class through contributions	being organized; using time management; notebook and note taking, word processing, and reading and writing skills 100% of the time	mastery of course requirements at highest level and demonstrates ease and flexibility using expected learner outcomes	quality in their persistence, dedication, curiosity, and enthusiasm for individual academic pursuits and encouraging this work ethic in others	orchestrating personal and group member's roles and responsibilities in group work and initiating problem solving, planning and achieving goals of the group
4 CONTRIBUTING ...involves consistently modeling a commitment to...	arriving on time with materials at least 85% of the time, functioning with selective intensity, and positively influencing the class	being organized; using time management; notebook and note taking, word processing, and reading and writing skills at least 85% of the time	mastery of course requirements at highest level and demonstrates ease and flexibility using expected learner outcomes	quality in their persistence, dedication, curiosity, and enthusiasm for individual academic pursuits	clarifying personal role and responsibility in group work and building on problem solving and planning initiatives of the group
3 PARTICIPATING ...involves generally demonstrating a commitment to...	arriving on time with materials at least 75% of the time, functioning adequately and positively influencing the class	being organized; using time management; notebook and note taking, word processing, and reading and writing skills at least 75% of the time	completion of requirements and is able to perform well using expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	acceptance of personal role and responsibility in group work and is involved and cooperative in problem solving and planning initiatives of the group
2 OBSERVING ...involves inconsistently demonstrating a commitment to...	arriving on time with materials; functioning adequately and positively influencing the class less than 75% of the time	being organized; using time management; notebook and note taking, word processing, and reading and writing skills less than 75% of the time	completing less than 75% of requirements and demonstrating knowledge of less than 75% of expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	personal role and responsibility in group initiatives and willingness to participate
1 DETRACTING ...involves regularly demonstrating a negative regard for commitment to...	arriving on time with materials; functioning adequately and positively influencing the class less than 50% of the time	being organized; using time management; notebook and note taking, word processing, and reading and writing skills less than 50% of the time	completing less than 50% of requirements and demonstrating knowledge of less than 50% of expected learner outcomes	quality in their dedication, curiosity, and enthusiasm for individual academic pursuits	personal role and responsibility in group initiatives and willingness to participate

New Hampton School
70 Main Street
New Hampton, NH
03256-4243
tel 603-677-3400
fax 603-677-3480
www.newhampton.org